

AN INQUIRY OF TEACHER'S PEDAGOGICAL COMPETENCE IN UTILIZING INSTRUCTIONAL MEDIA TO TEACH ENGLISH TO YOUNG LEARNERS

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Abstract

As a liaison in transferring knowledge, learning media is something that is inevitable in the learning process, especially in its use with young learners. For this reason, the pedagogical competence of teachers in the use of learning media is the basis for conducting this research. The objectives of the research were to represent how good the teachers followed the steps in teaching English to young learners and to analyse then describe teacher competencies in utilizing instructional media in teaching English to young learners. The researcher applied qualitative methods in this research. Data obtained from two instruments, those are observation and guideline interviews. The sample consists of 2 English teacher from Makassar Islamic Elementary School Al-Azhar 34 and was taken by using convenience sampling technique. The results showed that the teacher was skilled in teaching English to young learners with the following steps of teaching English for young learners. From the 6 steps studied, the only problem occur is the using of L1. Mostly, the teachers still have limited chance in practicing a full English class which can be seen from the results of observations made during the study, the teacher have good pedagogical skills in terms of the use of learning media. It can be seen from the 5 criteria compiled in the instrument, the five of them were fulfilled well by the two teachers

Keywords: Teaching, Pedagogical, Young Learners, Instructional Media.

INTRODUCTION

An expert says, skills are not enough to teach students well, even in some case Most of people believe that teachers have very deep knowledge and skills in the field (Turnuklu & Yesildere, 2007). They also need to develop a clear sense of the conceptual terrain they are exploring, and they also require a pedagogical sense of the likely understandings the students will bring to a domain (Jones & Moreland, 2004) this is the main Competence teachers must have in dealing with children who have difficulty learning so that learning can be done effective and dynamic is the pedagogic competence, the teacher must learn on a regular basis the maximum to master this pedagogic competence both in theory and practice. From here, change and progress will happen by leaps and bounds. Moreover, Indonesian Government Regulation No. 74, 2008 on Teachers defines that teachers' pedagogical competence

is the ability of teachers in learning management of the learners. Pedagogical competence is a specific competence that distinguishes teachers from other professions (Febrianis, Muljono, & Susanto, 2014) which demonstrates the ability of teachers to organize learning material so it can be easily understood by the learners. Therefore, this study aims to analyze Teachers' *Pedagogical Competence in Teaching English for Young Learners at SD Islam Al-Azhar 34 Makassar*.

LITERATURE REVIEW

TEACHERS COMPETENCIES

According to the definition provided by Senge, Peter M., et al. (Senge, Cambron-McCabe, Lucas, Smith, & Dutton, 2012) The teacher is a person who has the ability to convey knowledge that will help learners gain the ability to build, identify, and acquire abilities that will be used to face challenges in life. The teacher also provides knowledge for learners, abilities and values that will enhance development.

Besides understanding the teacher, according to Senge, Peter M., et al., Nyerere (Nyerere, 1974) added that the teacher is the only person who is able to impart knowledge and shape the personality of the child to become knowledgeable. Both teachers and parents live with children for a long time because of their ability to impart knowledge, abilities, values that cannot be easily defeated by society.

In 1995, there was a meeting that held to discuss human resource development in Johannesburg by experts. The results of the conference included a resolution on competence which described by Parry (Parry, 1996), he mentioned that matters relating to knowledge, skills and manners that have an effect on a person's job is called competence. This is in line with the definition mentioned by Gupta (Gupta, 2011) that competency is a set of knowledge, abilities and experiences that are important for the future that are realized in the job's life.

From several definitions above, it can be concluded that the teacher is an expert who is good at teaching knowledge, educating and developing students' abilities both academically and non-academically.

PEDAGOGICAL COMPETENCIES

Pedagogic competence is one type of competence that must be mastered by a teacher. In substance, pedagogic competence is a teacher's ability to handle things that have a correlation with the world of education. Lesson planning for implementing teaching and learning processes, and assessing students' learning is a reference of the teacher's ability to be accommodated by pedagogical competence.

Brown stated (Brown, 2001) that there are good language teaching characteristics: technical knowledge, pedagogical skill, interpersonal skills, and personal qualities. Such characteristics are shown in teachers' preparation, presentation, execution or methods, personal characteristics, teacher and students interaction. The role of teacher is the role as a "critical pedagogue" that serves to highlight the fact that teachers are not merely a language teacher. A teacher is more than that (Brown, 2001) because teachers are the agents for change in a world in desperate need of change.

In other word, Giertz (Apelgren & Giertz, 2010) described pedagogical competence as the ability and the will to regularly apply the attitude, knowledge and skills that promote the learning of the teacher's students. This shall take place in accordance with the goals that are being aimed at and the existing framework and presupposes continuous development of the teacher's own competence and course design.

YOUNG LEARNER

Young learners are referring to a student in five to ten years old (Scott & Ytreberg, 1990). Reilly & Ward (Reilly & Ward, 1997) define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven. In line with that, Scott and Ytreberg (Scott & Ytreberg, 1990) define some characteristics concerning with the characteristics of young learners. They say that some of the characteristics of young learners are that they know that the world is governed by various rules, they also use language skills unconsciously, very logical, then young learners have short attention and concentration, very fond of playing and will learn very amazing when they feel comfortable and fun, so enthusiastic that they often ask questions over and over again and really like working and studying together.

From the two statements above, it can be concluded that the characteristics of young learners are, in learning they do not want a monotonous situation and are only focused on the teacher, they want a cheerful facilitator and have many interesting ideas that make them not bored quickly. This is because of the nature of the children themselves who feel bored quickly. They also do not know the rules made by adults, they have their own world, do not bring the adult world in their world but it is adults who enter their world so that they do not feel alien with the presence of the teacher. When they are enjoying and comfortable, enthusiastic and positive learning can be present to them.

Today, children and teenagers represent the largest group of language learners the specific needs of each age group during the different stages of their language learning careers. To understand more in this paper table 4 has been presented on how the level and distribution of distances and terms used to refer to children based on their age level (see Table 1). Although these descriptors and the age ranges they will vary according to the educational system of a country (ISCED, 2011) they will carry together, accurate meanings, especially to the teachers, children, and parents concerned.

Tabel 1 Terms used to describe children in the ELT profession

Life stage	Age range	Proposed terms aligned to those commonly used in educational systems	Terms commonly used in the ELT profession
Pre-schooler (also referred to as pre-primary, early years, nursery, kindergarten)	2–5 years	Kids; little ones/ people/learners; very young learners; early starters; young learners	Early years/ pre-primary
Primary school pupil	6–10/11 years (often further broken down into blocks of years or stages)	Kids; young learners ; primary; juniors; tweens*	Primary
Secondary school pupil	11–14 years	Kids; young learners ; secondary; tweens; teens; early teens; teenagers; juniors	Lower secondary
Secondary school pupil	15–17 years	young adults; seniors; teens; late teens; teenagers	Upper secondary
University/ vocational student	18–25 years	Adults; young adults	University / further education

TEACHING ENGLISH TO YOUNG LEARNERS

The basic steps in teaching English that has been simplified by Joan Kang Shin in his research *Ten helpful ideas for teaching English to young learners* (Shin, 2006), here is the following the steps :

1. Teachers Prepare Learning materials with visual activities, realia, and movement.
2. Involved all of the students in making the visual and realia.
3. Move the learners from one activity to another
4. Move the learners from one activity to another.
5. Divide teaching materials with theme
6. After sharing the material into themes, use the story and the context according to or familiar with the students
7. Next after teaching them with various materials, continue to become a classroom routine.
8. The last step is to use L1 if needed

UTILIZING TEACHING MEDIA

The fourth stage is to use the learning media that has been selected when learning takes place. Before using the learning media, of course the teacher must

have understood well about it, both related to how to use it, the strategies that will be used to achieve the expected learning goals, even to details such as how long it will take to use it and how it will form student interaction with the media. Equipment or other supporting materials needed during the use of learning media also need to be considered, for example electricity, screen (screen), sound system (sound system) and so on. Training may also be needed before the teacher is really ready to perform in class using certain learning media (Heinich, Molenda, Russel, & Smaldino, 2002).

From the presentation above Heinich divides into 5 requirements in the stages of using good learning media to implement, following 5 of these requirements:

1. Teacher Previews materials before using it.
2. Teacher Prepares the materials and media before teaching
3. Teacher prepares the learning environment
4. Teacher prepares the learners
5. Teacher provides the learning experience

Besides the readiness of the teacher, the capability of the teacher in choosing the learning media will be shown. The selection of the right media has been explained in the previous theory presentation. Where experts like Kasschau and Mc. Connel said basic consideration for choosing the media is very simple, whether the media can meet the needs or achieve the desired goals or not. In more assertive language Kasschau, R. A & Mc Connel (Kasschau & McConnel, 1974) say if the media can be used, then use it, if the media is appropriate, use it. But if we look at the regulations of the national education standard that the media used must meet the standards, that is according to the criteria of students.

METHODOLOGY

This research design adopted the qualitative approach with descriptive methods. Qualitative research refers to all types of research whose procedure does not depend on data data that uses numbers or commonly called quantification. Qualitative research is also described as unfolding a model that occurs in natural settings that allows researchers to develop a level of detail involvement in the actual experiences (Creswell, 1994). On the other hand, Denzin and Lincoln said Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of the inquiry. They seek answers to questions that stress how social experience is created and given meaning. Qualitative forms of inquiry are considered by many social and behavioural scientists to be as much a perspective on how to approach investigating a research problem as it is a method (Denzin & Lincoln, 2011).

Descriptive methods are used in this research to describe and interpret conformity with the facts that occur. Cresswell (Creswell, 1994)said the descriptive method is a method used to gather information about actual conditions. This explanation is reinforced by Glass & Hopkins (Glass & Hopkins, 1996) which says Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.

For the purpose of this study, a qualitative approach and descriptive research method are used to obtain an overview of the investigation of the pedagogical factors of teachers in teaching English for young learners.

RESEARCH PARTICIPANTS

The participants of this study taken from English teachers for young learners in *Elementary Islamic School of Al-Azhar 34 Makassar*. After the letter of research permission accustomed, this research used two English teachers for young learners in school. Because based on the observations of the researchers they meet the criteria of the study. So, there were three participants who have been investigated during the research underway.

In this study, respondents were select by convenience sampling. On occasion, based on the previous knowledge of a population and the specific purpose of the research, the researcher uses a convenience sample because there are individuals who conveniently are available for study (Fraenkel and Wallen, 2009, p. 98). The total numbers of respondents are two English teachers.

DATA COLLECTION METHOD

1. Observation

The emphasis during observation is on understanding the natural environment as lived by participants, without altering or manipulating it. The researcher will apply nonparticipant observation. Gay *et.al* (Gay, Mills, & Airasian, 2012) assumes in nonparticipant observation, the observer is not directly involved in the situation being observed. In other words, the researcher observes but does not interact or participate in the life of the setting under study. The researcher will focus on gathering the data by record the teaching and learning process.

2. Interview

An interview is a purposeful interaction in which one person obtains information from another (Gay et al., 2012) Interviews permit researchers to obtain important data they cannot acquire from observation alone, although pairing observations and interviews provide a valuable way to gather complementary data. This research applied a semi-structured interview. Gay *et.al* (Gay et al., 2012) stated that semi-structured interview was not to get answers to predetermined questions, but rather to find out where the participants will come from and what they had experienced while in structured interviewed, the researcher has a specific set of questions that elicit specific information from respondents. It allowed the researcher to ask all of the information the same series of the questions. The result of the interview is used in analysing the data.

Data Analysis

In analyzing data from classroom observation and interview, the researcher applied qualitative data analysis based on Miles and Huberman's theory (Miles, Huberman, & Saldana, 2018) which consist of four stages: data collection, data display, data condensation, and conclusion-drawing/verifying.

1. *Data Collection*: The researcher collected the data related to the research question by using the instrument of the research. In collecting the data, the

researcher will observe the teacher's pedagogical factor in teaching EYL in the classroom for forty-five minutes for each teacher. The researcher observed the teaching and learning process by sitting at the back while doing the field note. The recording were carried out in relaxing and natural ways. Before recording, the permission obtained from the subjects and they are told that the recording is mainly for analysis of teachers' interpersonal communication and they were requested to conduct the teaching and learning process as usual or in a natural way. Importantly, the researcher was not informing the objects (teacher and students) about the specific objective of the observation to keep the teaching and learning process as real and natural as possible.

2. *Data Display*: After collecting the data through classroom observation, interview, video recording and field note, the researcher transcribed the teachers' pedagogical factor on teaching EYL related to how they conduct their teaching and learning process from video recording by listening carefully and then write them on papers.
3. *Data Condensation*: After transcribing the data into a written transcript, the researcher identified (coding), select (labelling), and classify based on the analyzing needs which are related to the topic of the research. The transcript was used to answer the research question.
4. *Conclusion-drawing/verifying*: After displaying and coding the data, the third stream of analysis activity is conclusion drawing and verification.

RESULT

The data in this study were obtained by researchers from several observations and also interviews with EFL Teachers at Al - Azhar 34 Islamic Elementary School Makassar. There are two teachers who have been interviewed to get in-depth information about the steps of the teacher in teaching English for young learners and the pedagogic abilities of teachers in using learning media. The interview was carried out on the date March, 27th 2019 after making observations from the date March, 4th 2019 until the date April, 10th 2019 there are some important items in the steps to teach English for Young Learners which will be presented according to the data.

There are 7 items that have been investigated by researchers. From the seven items, almost all of the two participants showed a good ability in teaching English to young learners. The investigation starts from (1) *Teachers Prepare Learning materials with visual activities, realia, and movement*. There are 7 items that have been investigated by researchers. From the seven items, almost all of the two participants showed a good ability in teaching English to young learners.

In the investigation of the following items, both teachers showed positive things, those items are (2) *Involved all of the students in making the visual and realia*, (3) *Move the learners from one activity to another*, (4) *Divide teaching materials with theme*, (5) *After sharing the material into themes, use the story and the context according to or familiar with the students*, (6) *Next after teaching them with various materials, continue to become a classroom routine*.

However, the problem was discovered when the researcher made observations on the seventh item. Item seven (7) *The needed of LI* researchers

found that both teachers had little difficulty in applying English in full class, some problems such as limited time and English were not the language used in the daily interactions of the students raised by the two teachers.

The next investigation is the capability of teacher's pedagogical competence in utilize the instructional media. The results of this study are grouped into 5 sections based on the theory used by the researcher regarding the use of instructional media to teach English at the level of young learners.

The investigation was carried out in conjunction with 7 previous items. In the case of the use of instructional media, no significant difficulties were found. Some preparations have been done before starting the class. During the interview, the two teachers said that they learned how to use self-taught learning media because the school had never carried out activities such as training to develop the ability of teachers in the use of instructional media. Those 5 items are (1) Previewing the teaching and learning media, (2) Preparing the media, (3) Preparing the environment (4), Preparing the students and (5) Providing Learning experience.

Overall both teachers reap positive results from investigations conducted by researchers. Reviewing and preparing learning materials and media is a view that each class will begin, especially Teacher 1 who is never separated from gadget equipment such as tablets and laptop. Then in terms of class compliance so that the media used can maximally get help from each class teacher so that the teacher can save time in preparation. The students have also been reminded to complete all the supporting equipment for learning so that the teacher can immediately begin the learning process without significant obstacles.

DISCUSSION AND CONCLUSION

Teaching English as a second language for beginner level is a challenge that is quite challenging for everyone. no matter what background we have, what level of experience, will definitely face a new challenge directly when teaching English as a second language. The same thing was said by Peterman (Peterman, 2019) in his article where he mentions that other subjects, you 'll find that every student learns teaching differently. At the same time, you can face a new student, challenges are unique to that language. However, with some work and knowledge, you will be able to gain the skills you need to teach English as a second language to beginners.

Based on research conducted at AL-Azhar Islamic Elementary School 34 Makassar the following results are obtained: (1) Both teachers have fulfilled the first criteria in following the steps of teaching English for young learners, namely preparing learning materials with learning media. Learning media that are used more using visual and audio visual, including realia and movement are rarely used because of limitations in availability and very limited study time. (2) Both teachers have been able to include students in making learning media used in the teaching and learning process when the strategies used in the class are students' center. (3) In the teaching and learning process the teacher presents interesting learning by presenting various activities in the class so that the class does not feel bored during the teaching and learning process. (4) Learning materials and media have been packaged with interesting themes whose contents relate to the daily lives of students, students do not feel odd to the themes of learning presented in class, Then

besides being interesting, the learning material is contextually based. (5) For the use of mother tongue here still has a few obstacles. Both teachers still use L1 oftenly, according to experts from the theory used that in learning foreign languages L1 is used as needed. However, behind the weak use of L2 in full, teachers have their own reasons which are supported by theories from experts as well.

In the next conclusion for the second research question, the following results were obtained from 5 criteria in utilizing learning media: (1) Before the learning media and materials were prepared, the two teachers had reviewed. Re-reviewing the material is usually done a few minutes before the class starts and is also done several days before use in class. Obviously the two teachers are senior teachers, so for media review there were no significant obstacles found. (2) After the media and material have gone through the learning process, there is no obstacle in its use in class, the two teachers are skilled in preparing media and learning materials. (3) The learning environment that is in accordance with the learning media has also been fulfilled, here the subject teacher has been assisted by the presence of a class teacher who prepares part of the class design. (4) Teachers are also skilled in preparing students before starting classes, in preparation and checking so that students can be prepared for learning and finally (5) Both teachers have competence in utilizing learning media. Both teachers are able to utilize learning media both IT and non-IT based. The teacher also fulfills the criteria in selecting the right learning media for their students in terms of several factors.

From the two conclusions of each research question, the two teachers have the ability to use learning media for young learners. They have met the criteria mentioned in the theory used by researchers.

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